

**Writing****Narrative**

Write stories that contain mythical, legendary or historical characters or events.

Write stories of adventure.

**Non-fiction**

Write persuasively.

Write arguments.

Write formally.

**Poetry**

Write haiku.

**Reading**

Read and listen to a wide range of styles of text, including fairy stories, myths and legends.

Listen to and discuss a wide range of texts.

Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.

Take part in conversations about books.

Use the school and community libraries.

Read and listen to whole books.

**Communication**

Engage in meaningful discussions in all areas of the curriculum.

Listen to and learn a wide range of subject specific vocabulary.

Through reading identify vocabulary that enriches and enlivens stories.

Speak to small and larger audiences at frequent intervals.

Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.

Listen to and tell stories often so as to internalise the structure.

Debate issues and formulate well-constructed points.

**Mathematics**

Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.

Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.

Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.

Explore numbers and place value so as to read and understand the value of all numbers.

Add and subtract using efficient mental and formal written methods.

Multiply and divide using efficient mental and formal written methods.

Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.

Describe position, direction and movement in increasingly precise ways.

Use and apply measures to increasingly complex contexts.

Gather, organise and interrogate data.

**Science****Biology****Evolution and inheritance**

Look at resemblance in offspring.

Look at changes in animals over time.

Look at adaptation to environments.

Look at differences in offspring.

Look at adaptation and evolution.

Look at changes to the human skeleton over time.

**Chemistry****States of matter**

Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.

**Working Scientifically**

Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)

**Physics****Electricity**

Look at appliances, circuits, lamps, switches, insulators and conductors.

Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.

**Art & Design**

Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.

Develop and share ideas in a sketchbook and in finished products.

**Design & Technology****Design**

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

**Make**

Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

**Evaluate**

Investigate and analyse a range of existing products.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

**Cooking and nutrition**

Understand and apply the principles of a healthy and varied diet.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

**Geography**

Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
- human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.

Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

Use a wide range of geographical sources in order to investigate places and patterns.

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

### History

Changes in Britain from the Stone Age to the Iron Age.

History of interest to pupils.

### Language

In the chosen modern language:

- Speak
- Read
- Write.

### Music

Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.

Improvise and compose music using the inter-related dimensions of music separately and in combination.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand the basics of the stave and other musical notations.

Develop an understanding of the history of music.

### Physical Education

Take part in gymnastics activities.

Perform dances.

Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

### Religious Education

Study the beliefs, festivals and celebrations of Christianity.

Study three of the major six religions not studied in depth in order to gain a brief outline.